



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Bonneville High School

Target Group: 2008-09 Junior Class

Target Group selection is based upon: Effectiveness of Registration Presentation

Key Word: Registration

ABSTRACT

The junior class for 2008-09 was surveyed about the quality and quantity of the registration information that is presented. Our concern has been that there is so much information to present that we overload them. The results indicated that 99% felt that the quality of the information was either "Very Informative" or "Just OK". 76% felt that the quantity of information was "About Right" (16% felt there was "Too Much" and 8% felt that "More Info Needed")

PROJECT DESCRIPTION

2008-09 junior class was surveyed about their registration experience in general, and specifically about the quality and quantity of the information presented. The survey was completed by the students when they turned in their class registration material.

Introduction

- DRSL: Effective Communication

Participants

- 361 students participated (339 results for calculation purposes)
- 2008-09 Junior class

Method

- Registration information, Graduation requirements, Career pathways
- Registration survey
- January 28 thru February 1
- 10th grade English class
- Survey results will be evaluated to determine what, if any changes are needed
- All four counselors, plus CTE coordinator
- Registration materials, Power point (Pathways), Career Center (Utah Mentor)

RESULTS

99% of the students indicated that the quality of the information presented was "Very Informative" or "Just OK". 76% of the students indicated that the quantity of the information was "About Right". 16% felt that there was "Too Much" information, while 8% indicated that "More Info Needed". 94% of the students felt that the Course Guide was user friendly. 97.9% felt that the review of graduation requirements was "informative". 94.8% felt that the registration process was "easy to understand". 94% felt that the CTE power point presentation was "helpful and/or informative". 94% felt that the Career Pathways information was "Helpful". Some areas for improvement would be the number of students who came prepared to turn in their registration requests (72%) and how the student felt about their registration experience (86% indicated Very Good, Good, or OK).

DISCUSSION

One the whole, the registration process seems to be working. The quality and quantity of information seems to be appropriate, as was the review of the graduation requirements and ease of understanding the whole registration process.

We would like to improve on the number of students that come prepared. Perhaps we can solicit the teachers to be more proactive in the registration process (ie daily reminders, possible bonus points, etc). We will also pursue the use of recorded phone messages to remind students and their parents about when their completed registration material will be turned in.

We would also like to evaluate how they felt about their registration process. While 86% seems like most of the students felt good about their experience, we need to more closely examine what we can do to help improve the experience for the other 14%.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Bonneville high School

Target Group: 29 students in counselor's "Laker Time" class

Target Group selection is based upon: Lifelong Learning (DRSL)

Key Word(s): Student Improvement

ABSTRACT

Continuation of previous year's Small Group Data Project. Student performance was recorded in GPA, # of "F's" received, and Attendance Credit Loss for each of the first three quarters of the 2007-08 school year. Students were tracked to help determine if their use of "Laker Time" was beneficial towards their overall academic success. Laker Time is a school-wide 55 minute class period every Thursday where students have the opportunity to meet with teachers, complete make-up work or test, receive tutoring, or do additional study for their class(es). Each student is assigned a specific "Laker Time" advisor to report to, and then coordinate with as to where they will go and what they will accomplish.

PROJECT DESCRIPTION

Continuation of previous year's Small Group Data Project.

Introduction

- DRSL: Lifelong Learning
- DRSL: Responsible Citizenship (added this year)

Participants

- 29 juniors
- Continuation of last year's beginning group of 34 students. (4 moved during last year, 1 moved this year).

Method

- Weekly progress reports, mid term and quarterly report cards, quarterly goal sheets
- Attendance Credit Loss is determined by 5 or more absences or tardies per quarter per class. Attendance credit is counted and accumulated by .25 per class per quarter. Students with attendance credit loss of .75 or more are not eligible for graduation
- Tracked where each student went and what each student did during their "Laker Time" (ie tutoring, testing, research, current or make-up assignments, counseling activities)
- Two counselors assigned for the entire year
- Utilized WSD "Portal" to access and print weekly progress reports.
- Compiled results by quarter for first three quarters of 2007-08 school year
- Results also utilized for overall school accreditation data
- Project date: August 2006.to present (will continue and finish at the end of 2008-9 school year)

RESULTS

1st quarter results:

Class GPA: 2.977

Number of "F" grades: 6

Number of students with "F" grades: 3

Total Attendance Credit Loss: 5.00

2nd quarter results:

Class GPA (2nd quarter): 2.717 - 16 students decreased their GPA
Class GPA (Cumulative for year): 2.845
Number of "F" grades: 21
Number of students with "F" grades: 10
Total Attendance Credit Loss: 7.25 (Increase of 2.25) – 8 students increased their individual ATC loss

3rd quarter results:

Class GPA (3rd quarter): 3.413 – 17 students increased their GPA
Class GPA (Cumulative for year): 3.032
Number of "F" grades: 7
Number of students with "F" grades: 4
Total Attendance Credit Loss: 6.50 (Decrease of .75 from 2nd quarter) – 7 students increased their individual ATC loss, one withdrew from school

DISCUSSION

In comparing the percentages from last year to this year, there was improvement in the % of students that maintained or raised their GPA from 1st to 2nd quarter (40.6% to 43.3%), as well as 2nd to 3rd quarter (37.5% to 58.6%). We feel that this can be attributed to being 1 year wiser, more mature, and being more motivated toward a post high school goal. We feel that having the same two counselors for the entire year contributed to a stable, supportive environment. Also, as counselors, we were able to provide a well rounded and far reaching forum for addressing their academic and personal questions and concerns. By tracking them on a weekly basis, they were able to stay "caught up" and current.

What we have noticed in the last two years is that there is a significant drop in the achievement and performance from 1st to 2nd quarter. As for this year, some can be attributed to: a student being placed on a 504 for fibromyalgia, students leaving school for extended family vacations, and changes in athletic participation. We need to give more thought and consideration to other factors that are contributing to this decrease in 1st to 2nd quarter performance.



Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008

School: Roy High School

Target Group: At Risk students (Unfolding Success Class)

Target Group selection is based upon: Last year data project

ABSTRACT

This is a follow up from last year's Small Group data project. The focus was on the at-risk juniors (this year's seniors) from last year to see if the interventions from last year worked and if they are still online for graduation.

PROJECT DESCRIPTION

Introduction

- Our goal was to see the long-term effects of the Unfolding Success class
- Hopefully, the juniors from last year were able to benefit from the interventions and stay online for graduation

Participants

- Approximately 5 students
- Juniors from last years Unfolding Success class (seniors this year)

Method

- Why Try curriculum and School Success curriculum by Leigh Vanden Akker
- Unfolding Success class taught by Calene Lucero
- August 2007 – May 2008
- Evaluation Methods – We will look at the students' GPA and attendance from the end of last year and compare that to this year attendance/GPA. We will also track to see if they will graduate.

RESULTS

- Of the 5 students that we followed, 4 of them are online for graduation and will graduate in May. The other student significantly improved from last year, but still has some make-up credit to complete. This student will probably end up graduating after completing summer school. The majority significantly increased GPA and had no attendance loss.
 - Student #1 increased their GPA from a 3.29 4th quarter last year to a 4.0 3rd quarter this year; No attendance loss this year; Online for graduation.
 - Student #2 increased their GPA from a 2.20 4th quarter last year to a 3.0 3rd quarter this year; No attendance loss this year; Online for graduation.
 - Student #3 increased their GPA from a 2.30 4th quarter last year to a 2.57 3rd quarter this year; No attendance loss for 1st and 2nd quarters but .50 loss 3rd quarter; Online for graduation.
 - Student #4 increased their GPA from a 1.95 4th quarter last year to a 3.54 3rd quarter this year; Attendance loss of 1.25 1st quarter, .75 2nd quarter and .25 3rd quarter; Online for graduation.
 - Student #5 had a decreased GPA from a 3.0 4th quarter last year to a 1.08 3rd quarter this year; No attendance loss this year; Offline for graduation.

DISCUSSION

Ultimately, all of the students targeted still continued to increase their GPA's steadily from last year to this year and very few lost attendance credit. Through the curriculum that was given last year, these student's learned how to make positive changes in their lives and implement these changes into long-term goals.

UTAH COMPREHENSIVE COUNSELING AND GUIDANCE LARGE GROUP DATA PROJECT

Two Rivers High School 2007-2008

Normally we determine the success of our Advisory Program by tallying the number of students who earned credit in the class over the course of a year. This year it was decided to attempt a more specific measurement of student growth in the class. A Self-Evaluation instrument was designed wherein students evaluated themselves on a scale of 1 to 10 in six comprehensive guidance goal areas. These areas focused on their Relationships and Goals/Career Plans. These evaluations were to be done when a student first entered our school (pre-evaluation) and again when they left school (post evaluation). Unfortunately, due in part to the transient nature of our studentbody, only 41 of the 121 respondents gave us both a pre-evaluation and a post-evaluation by which to measure their growth. Still this sample reflects the feelings of this group towards their Advisory class experience.

Overall, 107 responses (44.6%) reflected the opinion that students had experienced growth in the areas evaluated, 106 responses (44.1%) suggested that they had stayed pretty much the same in their relationships during class, while 27 responses (11.3%) felt their relationships had worsened while in the class. We rank the six categories in terms of the number of students who felt they were helped by the Advisory class in that area:

1. Self confidence 61%
2. Goals/Career plans 57%
3. Relationships with other adults 47%
4. Relationship with parents 39%
5. Relationships with friends 35%
6. Relationships with other family members 28%

Regarding the amount of growth experienced, it is interesting to compare the overall Advisory group to a sub-group, our Relationship group, which met for @ 10 weeks (2 separate groups during the school year) and worked specifically on relationship issues. Participants were recommended by teachers and interviewed by the counselor and placed in the group during Advisory time. (While we only had 12 respondents to our survey from the Relationship group, of which only 3 gave us pre-evaluation and post-evaluation information, average improvement data for both the Advisory and the Relationship group are shown below by category):

Category:	Advisory Group:	Relationship Group:
Self Confidence	2.48	3.0
Parent Relationship	2.875	2.6
Other Family members	1.55	.66

Because of the meager number of respondents from the Relationship group, comparison of the two groups is probably inconclusive. However, there were no negative responses from the Relationship group, and given the positive verbal responses from the group members it is felt they they undoubtedly benefit more at improving their relationships than the average Advisory student. And even with the average Advisory student, who felt he had been benefitted by the Advisory class, there was substantial improvement during the varied times students spent here at TRHS.

Hopefully this data will help us to improve our Advisory class focus in those areas needing more emphasis. A more systematic method of data collection next year would also help us broaden our sample.

Brad V. Johnson – Counselor at TRHS

TRHS SMALL GROUP DATA PROJECT – 2007-2008

Realizing that a high percentage of our students will either be looking for full-time employment or a part-time job during or right after high school, we have implemented a series of Advisory classes to teach Resume' writing and Interviewing skills. A major part of this unit involves a school-wide "Interview Day", in which we invite some 14 community business persons who are experienced interviewers. In a little over 2 hours we interview literally every student in the school that day. We have received anecdotal input from both the interviewers and the interviewees as to the helpfulness of the activity, but have never attempted to get a formal evaluation of the process, until this year.

Of the 48 respondents 39 (81%) thought the activity was worthwhile, with 9 (19%) saying that it was not. 42 respondents (87%) felt that the experience helped them prepare for a real job interview, while 6 (13%) did not. In terms of usefulness the group ranked our 4 choices thusly:

1. How to respond to questions asked.
2. How to make a good first impression.
3. How to dress and groom for an interview.
4. What not to say in an interview.

Negative Feedback from student respondents included:

- No feedback from interviewer – 1
- I'm an experienced interviewer & learned nothing new – 3
- Wasn't told position/job I interviewed for, so was somewhat unprepared – 3
- Didn't expect to be so nervous, my mind went blank – 1
- Don't like banks (several of the interviewers were bankers) - 1
- My Resume' should show my skills, why interview ? -1

Positive Feedback included:

- I expected to, and enjoy learning new things – 4
- The interviewer discussed a job that's of interest -1
- Learning how to dress for an interview, including taking out piercings, covering tattoos etc.-3
- Dressing like it's your last day alive or "like a Mormon" -1
- This was my very first interview ever. -1
- Learning how to make a good first impression -1
- My Career Orientation class helped prepare me -1
- I'm much more confident about interviewing -2
- I surprised myself at how well I did. -1
- Learning how to write a resume' helped -1

- Good experience learning interview questions -1
- Surprised to learn that Banks hire students -1
- Surprised to learn pay rates for some jobs -1
- Learned the importance of eye contact -1
- Learned how important integrity is in getting a job -1

Respondents Recommendations for next years Interview Day:

- Better individual feedback -1
- Shorter advisory time – many students were absent -1
- Better individual preparation regarding our work skills p-1
- Prepare students with questions to ask interviewer -1
- More practice time preparation -4
- More information on interviewer -1
- Encourage students to relax, the interview is awesome. -1
- Interviewer should relax and act like a friend -1
- Good experience, well organized, no improvement needed -4
- Get more questions that require thought -1
- Downplay the interviews importance -1
- Get more interviewers for more variety -1
- I'de like to interview for a job I'm interested in. -1
- Nice interviewer, made me feel comfortable. -1

Conclusions:

Obviously the great majority (81%) of students who experienced Interview Day thought it was worthwhile and even more (87%) felt it would help them in real life interviews later on.

Steps we could take to make the experience more successful should include:

- Identifying the specific job that each interviewer is interviewing for and ensuring that it is among the top job interests at TRHS.
- Encouraging advisors to have each student prepared with a current Resume' before Interview Day.
- Encourage advisors to focus on student work skills in preparation for Interview Day, especially for those with limited work experience.
- Encourage interviewers to give interviewees brief feedback right after interview. (evaluation slips and verbal recommendations)
- Improve attendance by having all advisors require Interview Day attendance as a major part of that terms advisory grade.
- More advisor focus on good questions for interviewees to ask, along with the normal "common interview questions" discussion.
- Advisors might try "interview practice" by pairs of students.

Though we are limited in the number of interviewers by the rooms available at our school, we feel that the remainder of serious recommendations have been met in the above list. We trust that these improvements will make this special day a memorable one, as well as a helpful one, as our students prepare themselves for a successful experience in the real world of work!



Utah Comprehensive Counseling and Guidance

Guidance Activities Results Report (Large Group) 2007-2008

School: Weber High School

Target Group: All students

Target Group selection is based upon: The EO program affects all students

ABSTRACT

At the beginning of the 2007-2008 school year, Weber High adopted a new format for EO (Expanded Opportunity), placing it in between the first two periods of the school day. By doing this, it allowed **all staff** (including assigning Guidance to a room) to participate at a time where students were here anyway instead of relying on them to be motivated to not use it as a sleep-in day. We were hoping to see if the new format would help to increase the GPA of students. However, because of teacher complaints, this new process only lasted through the first quarter. We continued to track GPA's through 3rd quarter anyway.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction: We feel this change will affect

- Critical Thinking
- Literacy
- Citizenship
- Overall GPA

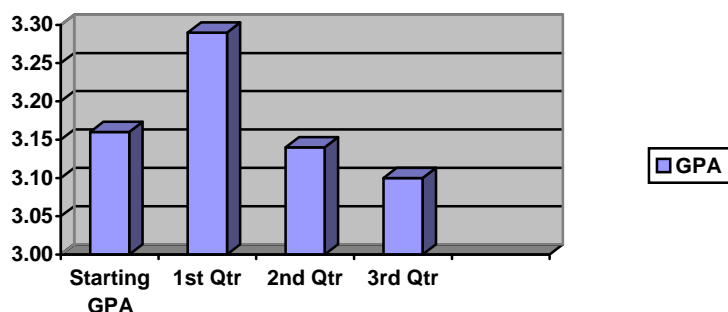
Participants

- All students
- A random sample of 182+ (10%) students will be taken for evaluation

Method

- Students are provided time during the day to seek out any staff (including Guidance), in any subject they need assistance, to get additional help with homework, tests, projects, etc. Students are all assigned a "homeroom" to check-in prior to leaving for assistance.
- Staff will provide guidance materials or activities for students who wish to remain in assigned classroom instead of seeking out other staff.
- 2007-2008 school year
- EO (Expanded Opportunity) will be offered for 1 hour between the first 2 periods of the school day every Thursday.
- GPA's will be calculated for the first three quarters of the year and compared individually to the starting cumulative GPA of students selected

RESULTS



First quarter showed a positive correlation between daytime EO and the overall GPA of students. However, due to complaints of some teachers, EO was switched back to mornings for 2nd quarter. Interestingly, the overall GPA dropped to slightly below starting level for 2nd quarter and even lower for 3rd quarter.

DISCUSSION

It appears that the daytime EO does affect the GPA of students. After returning to the previous system, GPA's actually decreased significantly from the quarter that daytime EO was offered. Many of the teachers argue that the first quarter increase in GPA was due to "other naturally occurring factors" (excitement over the new school year, new classes, etc.). One teacher even speculated that these same "naturally occurring factors" would positively effect 3rd quarter grades for the same reasons. This did not happen. Without comparative data from previous years it is hard to assume that daytime EO was the cause of the first quarter spike. It would be interesting to follow-up next year to see if the 1st quarter spike is, in fact, "naturally occurring" or if the daytime EO did affect this spike.

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Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008

School: Weber High School

Target Group: Students taking Sylvan free practice ACT test

Target Group selection is based upon: Students who signed up for the practice test who have

previously taken the ACT

ABSTRACT

Sylvan Learning center offered a free practice ACT test to our students. Our hope was to see the scores of those who took the practice test improve over past ACT tests and/or PLAN scores. Results indicate otherwise.

PROJECT DESCRIPTION

Introduction

- **Standard X:** There is evidence of next-step planning activities made available for all students
- **Standard XI:** Assessments, Advisement, Goal setting and planning process, Next step plans, Education and career goals.
- Students will improve actual ACT scores over previous tests and/or PLAN scores.

Participants

- 26 students took the ACT practice test offered by Sylvan
- **Target group:** Anyone who might take the ACT in the future

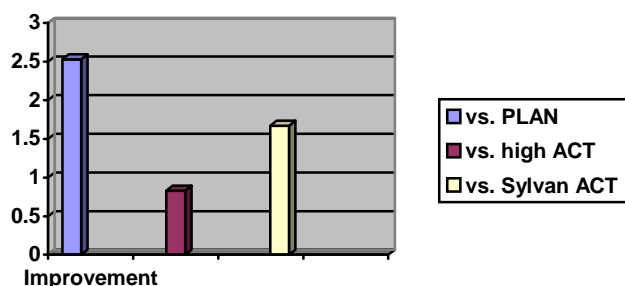
Method

- Promotion of Sylvan practice ACT test through senior small group SEOP presentations
- PLAN administered to all sophomore students yearly in English class
- Oct. 26, 2007 (Sylvan practice ACT test) through Oct. 27, 2007 and Dec. 8 2007 ACT test administration
- We will compare PLAN scores and prior highest ACT scores to final ACT scores of students who took the Sylvan practice ACT test to observe if a significant increase in ACT outcome occurs.
- **Materials:** PLAN test, Sylvan practice ACT test and ACT test

RESULTS

When comparing follow-up ACT scores to students previous high ACT scores, they improved the score by 0.83

points on average. This is within the margin of improvement that the ACT expects without any remediation. The median and mode improvement were both 1 point. When comparing to the PLAN scores, there was an improvement of 2.53 points. When comparing to the Sylvan practice ACT there was an improvement of 1.67 points. Eight students have not taken a follow-up ACT from which to compare.



DISCUSSION

Although a significant increase in ACT was apparent when comparing to the PLAN or the Sylvan practice ACT, there was not a significant increase when comparing to previous ACT exams. ACT typically allows, within the

margin of error, for an increase or decrease of 1-2 points simply by retaking the test without remediation. This leads us to the conclusion that the program did not benefit the students who took the Sylvan practice beyond what they could benefit without it. Therefore, it is not likely we will be offering the test in the future.

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